

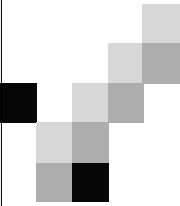


VT Alternate Assessment
Local Scoring




DOE Training
Spring 2009







Section 1
Context

Challenging Times
The Law
Guiding Principles



The landscape for educating students with
the most significant disabilities is shifting



Everyone working with this population will be impacted by this dramatic shift



VERMONT
DEPARTMENT OF EDUCATION

It is hard to feel very confident these days




VERMONT
DEPARTMENT OF EDUCATION

We all want to know that we are on the right path...



VERMONT
DEPARTMENT OF EDUCATION

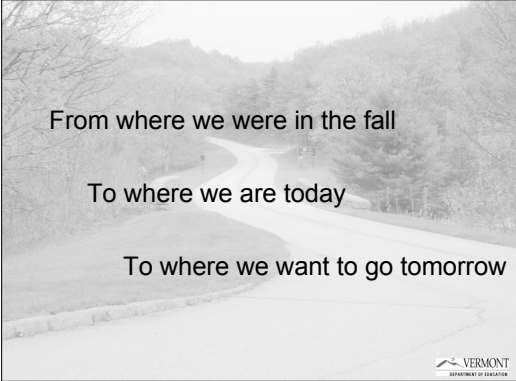
We need a road map
...that we can have faith in



A woman with sunglasses on her head is looking down at a large, unfolded map she is holding. The map is spread out on a surface, and she appears to be studying it intently.

VERMONT
DEPARTMENT OF EDUCATION

From where we were in the fall
To where we are today
To where we want to go tomorrow




A black and white photograph of a winding road that curves through a forested area. The road is paved and leads into the distance, surrounded by trees and hills.

VERMONT
DEPARTMENT OF EDUCATION

We ???!


- Special education field group
- University of VT Affiliate Program I-team
- VT DOE Student Support Team
- Current research
- Other AA approved states
- US Department of Education




A group of four people are sitting around a table in a meeting room, engaged in a discussion. One person is pointing at a document on the table.

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DEPARTMENT OF EDUCATION


To be or not to be...



- **VAA is:**
a replacement assessment for the NECAP
- **VAA is not:**
an evaluation of the IEP



NCLB: The Law...




NCLB requires that *all* students* must be assessed in Reading, Math, and Science

Students with the most significant disabilities may be assessed on grade level content at an alternate achievement level



*Special considerations: ("significant and longer term circumstances that prevent assessment...")

- Medical Reasons
- Family Emergency
- Personal Crisis
- Court order



New Paradigm

When in doubt...



Least Dangerous Assumption

"When working with students with significant disabilities, the least-dangerous assumption is to assume that they are competent and able to learn, because to do otherwise would result in harm such as fewer educational opportunities, inferior literacy instruction, a segregated education, and fewer choices as an adult."

Cheryl Jorgensen 2005

... "we should assume that poor performance is due to *instructional* inadequacy rather than to student deficits."

Anne Donnellan 1984

<http://www.disabilitysolutions.org/newsletters/files/six/6-3.pdf>



Portfolio Fundamentals

(*Program* fundamentals...?)



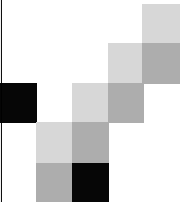
- Focused access to general curriculum
- Rigorous measurable assessment goals
- Regular evaluation of student progress
- Data driven decision-making
- Periodic progress reporting



Guiding Principles


- Design valid standards-based assessment of student achievement in reading, math & science (NCLB)
- Hold high expectations for *all* students (Least Dangerous Assumption)
- Promote genuine access to grade-level curriculum (IDEA)
- Reflect program fundamentals
- Maintain conceptual coherence with fall 2008
- Be clear, respectful of local authority, and sensible

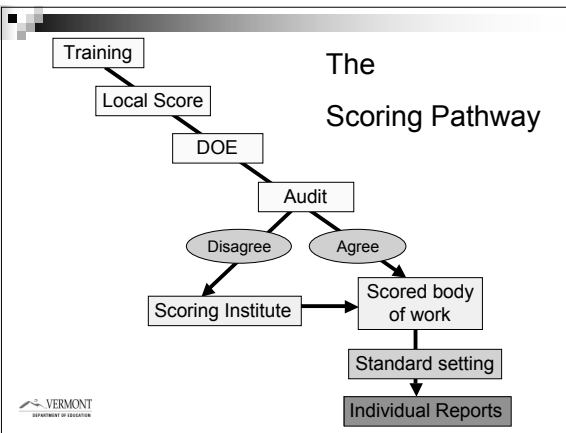





Section 2 Scoring

Scoring Pathway
Scoring Dimensions
Rubrics
Documentation of Performance








The 3 Assessment Dimensions

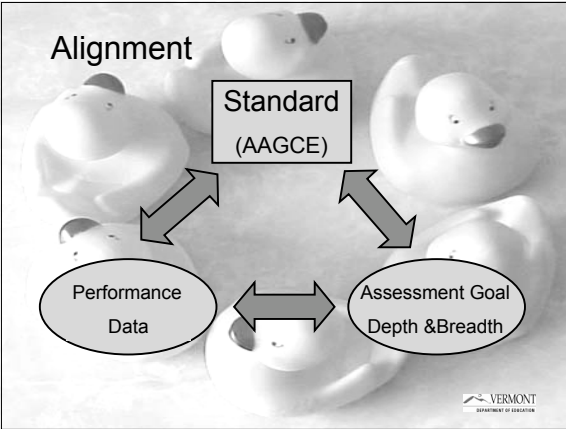
For each Assessment Target

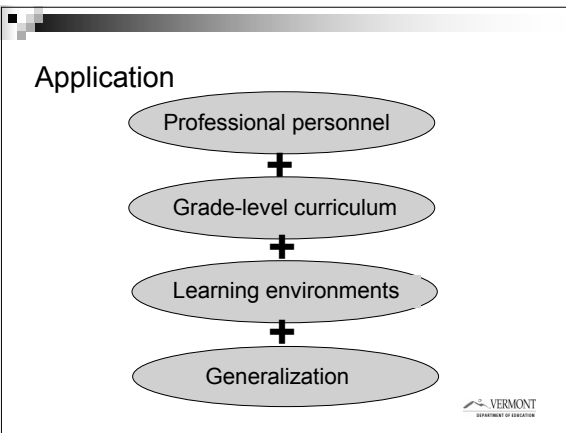
Alignment

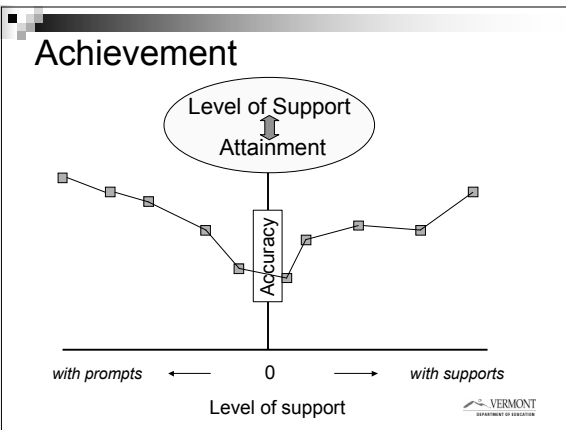
Application

Achievement









Vermont Department of Education
ELA/Math Rubric
2008-2009 Vermont Alternate Assessment


	A	B	C	D
Alignment	The student's assessment goal and performance data represent minimal expectations that do not match the depth and breadth of the selected AAGCE.	The student's assessment goal and performance data represent moderate expectations that are related to the depth and breadth of the selected AAGCE.	The student's assessment goal and performance data represent high expectations that are generally matched to the depth and breadth of the selected AAGCE.	The student's assessment goal and performance data represent high expectations that are closely matched to the depth and breadth of the selected AAGCE.
Application	The student's performance does not reflect academic skills, is not reliable, and has no clear relationship to the grade-level general curriculum.	The student's performance reflects academic skill that is related to the grade-level curriculum and evident in different circumstances.	The student's performance reflects academic skill that is somewhat connected to the grade-level curriculum and reliably applied across diverse circumstances.	The student's performance reflects academic skill that is strongly connected to the grade-level curriculum and reliably applied across a wide range of circumstances.
Achievement	With assistance, the student performs the target skill with a low to moderate level of attainment.	With assistance, the student performs the target skill with a high degree of attainment.	The student independently performs the target skill with a low to moderate degree of attainment.	The student independently performs the target skill with a high degree of attainment.

The rubric illustrates the three essential dimensions of the Alternate Assessment- Alignment, Application, and Achievement. Each is described along a continuum. Standard letters will convene after the Vermont Scoring Institute (VSI) to determine the ratings of the rubric. The rubric will be combined to represent each of four achievement levels: Proficient with Distinction, Proficient, Partially Proficient, and Not Proficient.

ELA/Math
Documentation of Performance

Part I: Assessment Goal
(For each AAGCE)

Part II: Rating + Supporting evidence
(For each element in the 3 dimensions)



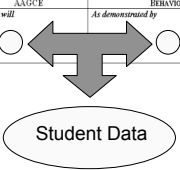
ELA/Math DOP
Part I- Assessment Goal


PART I
Alternate Assessment Target

Strand

Core Standard

CONDITIONS	AAGCE	BEHAVIOR	CRITERIA
Given	Student will	As demonstrated by	with ____% accuracy.






ELA/Math/DOP

Part II: Scoring Elements (x 8)

Adjust format to reduce written analysis
and
encourage more focused scoring

↓

1. Read element descriptions at 4 successive levels of implementation
2. Select the statement that best matches instruction/assessment
3. Supply supporting evidence as necessary




ELA/Math DOP

Part II: Scoring Elements (Alignment)

PART II: Scoring Elements


ALIGNMENT	
<i>The Assessment Goal and Data match the complexity of the target Standard (AAOCE).</i>	
Depth and Breadth	<ul style="list-style-type: none"> ○ Assessment goal behavior clearly represents the depth (all actions, verbs) and breadth (all components, details) from the AAOCE ○ Assessment goal behavior represents the action <i>and</i> at least one of the components from the AAOCE ○ Assessment goal behavior represents at least one action <i>or</i> component from the AAOCE ○ Assessment goal behavior does not represent the AAOCE in any way
Student Data	<ul style="list-style-type: none"> ○ Student data reflects the complexity (depth, breadth) of the AAOCE <i>and</i> the stated observable behavior(s) ○ Student data reflects some elements of the AAOCE <i>and</i> the stated observable behavior(s) ○ Student data reflects some of the elements of the AAOCE <i>or</i> the stated observable behavior(s) ○ Student data does not represent a clear relationship to the AAOCE or the stated observable behavior in any way



ELA/Math DOP

Part II: Scoring Elements (Application)

APPLICATION	
<i>The quality of the student performance, as reflected in grade-level academic challenge, consistency of performance, and reliability across a range of circumstances.</i>	
Professional Personnel	<ul style="list-style-type: none"> ○ Content-area professionals (General educator or SPED special educator) are actively involved in two areas: planning, implementing or evaluating the target skill ○ Content-area professionals are actively involved in one area: planning, implementing or evaluating the target skill ○ Special education professional plans, implements and evaluates target skill ○ No indication of qualified professionals involved in planning, implementing, and evaluating target skill
Grade-Level Curriculum	<ul style="list-style-type: none"> ○ The content (subjects, themes, or topics), materials (books, manipulatives, products, tools), and activities (lessons, tasks) selected for the curriculum and evaluation are systematically based and show a connection to grade-level curriculum ○ 2 of 3 (content, materials, activities) show a connection to grade-level curriculum ○ 1 of 3 (content, materials, activities) show a connection to grade-level curriculum ○ 0 of 3 (content, materials, activities) show a connection to grade-level curriculum
Learning Environment	<ul style="list-style-type: none"> ○ The primary learning environment provides opportunities for shared academic learning with grade-level peers ○ At least 1 learning environment provides opportunities for shared academic learning with grade-level peers ○ Learning environments do not provide opportunities for shared academic learning with any grade-level peers
Generalization	<ul style="list-style-type: none"> ○ Generalization is demonstrated in the reliable performance of the target skill for at least 2 environments and 2 rates and 2 different applications (new activities, content, or materials) ○ Generalization is demonstrated in the performance of the target skill for at least 2 different environments or 2 different rates, or 2 different applications in 2 different rates ○ Generalization is demonstrated in the performance of the target skill for at least 2 different environments or 2 different applications ○ No generalization is demonstrated in the performance of the target skill



ELA/Math DOP

Part II: Scoring Elements (Achievement)

ACHIEVEMENT
The student's demonstration of the target skill under assessment conditions

○	Level of Support	The level of support required to demonstrate the skill was Independent (no prompts) at Baseline and Endline. The level of support required to demonstrate the skill was reduced to Independent at Endline. The level of support required to demonstrate the skill was reduced in intensity from Baseline to Endline. The level of support required to demonstrate the skill was not reduced in intensity from Baseline to Endline.
○	Attainment	The student degree of attainment* is 80+ % of the assessment goal. The student degree of attainment* is 40-79 % of the assessment goal. The student degree of attainment* is 1-39 % of the assessment goal. The student degree of attainment* is 0% of the assessment goal.
○		*Accuracy of the Endline data sample ____ % + goal criteria ____ % x 100 = ____ % degree of attainment
○		Supporting evidence (cite data sample(s) and/or briefly describe):

Independent student performance

Independent =
No adult assistance beyond reading of directions

Can provide individual supports that do not direct the student to the answer in any way or otherwise change the nature of the task

(see DOP Scoring Guide & Supports During Testing for examples)

Vermont Department of Education
Science Rubric
2008-2009 Vermont Alternate Assessment

	A	B	C	D	
Alignment	Depth The relationship of the documented questioning and planning stage to the targeted content domain target (440720) Revels The documented student performance addresses the inquiry standards in all 3 stages of the investigation	Content not related to standard 0 of 3 • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)	Some content matches 1 of 3 • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)	Some content and value match 2 of 3 • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)	Content and all-value match 3 of 3 • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)
Application	Grade-Level Curriculum The task content (if materials) match the grade-level general curriculum Generalization The student's inquiry skills into rich and diverse learning contexts • Multiple issues • Multiple settings/applications	Unrelated idea, topic, theme, materials 0 of 4 • Content instructional materials • Typical learning partners • Multiple issues • Multiple settings/applications	Related idea, topic, theme and some grade-level materials 1 of 4 • Content instructional materials • Typical learning partners • Multiple issues • Multiple settings/applications	Some idea, topic, theme or some grade-level materials 2 of 4 • Content instructional materials • Typical learning partners • Multiple issues • Multiple settings/applications	Some idea, topic, theme and some grade-level materials 3 of 4 • Content instructional materials • Typical learning partners • Multiple issues • Multiple settings/applications
Achievement	Level of Support The student requires no prompts to perform the target inquiry skills Attainment The student's performance of inquiry skills across the 3 stages of the investigation • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)	All inquiry skills require continuous prompting None	All inquiry skills require some prompting Single skill in any stage	Single inquiry skill performed independently Single skill in more than 1 stage or Multiple skills in single stage	Multiple inquiry skills performed independently Single skill in all stages or Multiple skills in 2 or more stages • Participation (Planning) • Constructing (Collecting Data) • Developing (Explaining) (Constructing Rereads)

Science

The 3 Assessment Dimensions

For each Assessment Investigation

Alignment

Application

Achievement

Science

Documentation of Performance

- Part I- Endline Declaration
- Part II- Scoring Elements

Science DOP- Endline Declaration

DOCUMENTATION OF PERFORMANCE (DOP)
Science
2008-2009 Vermont Alternate Assessment

STUDENT: _____ GRADE: _____

PREPARATOR: _____

Investigation I

CONTENT KNOWLEDGE

1. Content Knowledge (CK)

Part A. Sub- Part A. Physical **Part C. Earth/Space**

1) What is the selected topic/ substructural focus for the selected Content Domain?

2) What is the role and Content Domain AAOCE target from Core Standard #1?

2. Inquiry Investigation (II)

2A.B. Participates in Questioning and Planning Stage

3) How did the student participate in the Questioning and Planning stage of the investigation as it relates to the selected Content Domain AAOCE target?

Please describe:

- any related grade level activities and materials,
- how the components of participation were assigned for the student,
- the student's level of independence in performing tasks.

4) What is the role and related AAOCE from Inquiry Core Standards 2A or 2B?

2C. Collecting Data Stage

1) How did the student participate in the Collecting Data Stage of the investigation?

Please describe:

- any related grade level activities and materials,
- how the components of participation were assigned for the student,
- the student's level of independence in performing tasks.

2) What is the role and related AAOCE from Inquiry Core Standards 2C?

2D. Developing Explanations (Communicating Results Stage)

1) How did the student participate in the Communicating Results Stage of the investigation?

Please describe:

- any related grade level activities and materials,
- how the components of participation were assigned for the student,
- the student's level of independence in performing tasks.

2) What is the role and related AAOCE from Inquiry Core Standards 2D?

Part I

Supporting Evidence

Alternate Assessment Spring 2009 LNV Training: Notes

11

Science DOP

Part II: Scoring Elements (Alignment)

PART II: Scoring Elements	
<i>Summary</i>	ALIGNMENT
	<i>The documented inquiry investigation matches the complexity of the targeted content knowledge and inquiry investigation standards.</i>
<input type="radio"/> Depth <input type="radio"/> The student performance in the Questioning/ Planning stage matches the content and verbs (depth) of the targeted AAGCE. <input type="radio"/> The student performance in the Questioning/ Planning stage matches some of the content and verbs of the targeted AAGCE. <input type="radio"/> The student performance in the Questioning/ Planning stage matches the some of the content of the targeted AAGCE. <input type="radio"/> The student performance in the Questioning/ Planning stage does not match any of the content and verbs of the targeted AAGCE.	
<input type="radio"/> Breadth <input type="radio"/> The student performance demonstrates the targeted inquiry standards in all 3 stages (breadth) of the investigation. <input type="radio"/> The student performance demonstrates the targeted inquiry standards in 2 of 3 stages of the investigation. <input type="radio"/> The student performance demonstrates the targeted inquiry standards in 1 of 3 stages of the investigation. <input type="radio"/> The student performance demonstrates the targeted inquiry standards in 0 of 3 stages of the investigation.	

Science DOP

Part II: Scoring Elements (Application)

PART II: Scoring Elements	
<i>Summary</i>	APPLICATION
	<i>The quality of the student performance, as reflected in grade level academic challenge, consistency of performance, and reliability across a range of circumstances.</i>
<input type="radio"/> Grade-level curriculum <input type="radio"/> The ideas, topics, themes (activities) <u>and</u> instruments, tools, products, etc. (materials) documented are the same as those used in the grade-level curriculum. <input type="radio"/> The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are the same as those used in the grade-level curriculum. <input type="radio"/> The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are related to those used in the grade-level curriculum. <input type="radio"/> The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are unrelated to those used in the grade-level.	
<input type="radio"/> Generalization <input type="radio"/> Generalization is demonstrated in the student performance in 3 of 4 areas (HQ teacher, typical learning partners, multiple raters, multiple settings/applications). <input type="radio"/> Generalization is demonstrated in the student performance in 2 of 4 areas. <input type="radio"/> Generalization is demonstrated in the student performance in 1 of 4 areas. <input type="radio"/> Generalization is demonstrated in the student performance in 0 of 4 areas.	

Science DOP

Part II: Scoring Elements (Achievement)

PART II: Scoring Elements	
<i>Summary</i>	ACHIEVEMENT
	<i>The student's independent demonstration of the targeted inquiry skills.</i>
<input type="radio"/> Level of support <input type="radio"/> The student requires no assistance to perform multiple inquiry skills independently (level of support). <input type="radio"/> The student requires no assistance to perform a single inquiry skill independently. <input type="radio"/> The student requires some prompting to perform any inquiry skills. <input type="radio"/> The student requires continuous prompting to perform any inquiry skills.	
<input type="radio"/> Attainment <input type="radio"/> The student performs (degree of attainment) a single inquiry skill in all stages or multiple skills in 2 stages. <input type="radio"/> The student performs a single inquiry skill in 2 stages or multiple skills in a single stage. <input type="radio"/> The student performs a single inquiry skill in a single stage. <input type="radio"/> The student is unable to perform any inquiry skills except with physical prompting.	

Supporting Documents

- [DOP Online Scoring Guide](#)
- [Depth of Knowledge \(DOK\) Levels](#)
- [Supports During Testing: What are Acceptable Supports?](#)
- [Vermont Alternate Assessment Glossary of Terms](#)



Section 3 Completing the Portfolio

Table of Contents
Principal's Agreement
Narrative Letter
Midline/Endline Documentation



Table of Contents

Table of Contents 2009-2010 Vermont Alternate Assessment	
Student Name	_____
School	_____
Indicate the documents included in this portfolio	
REPORTING DOCUMENTATION	
21	Documentation of Eligibility for Alternate Assessment (Only at the DOP)
22	Documentation of Program (Only at the DOP)
23	Documentation of Program (Midline/Endline)
24	Documentation of Performance (Midline/Endline)
25	Documentation of Performance (Midline/Endline)
26	Documentation of Performance (Midline/Endline)
27	Documentation of Performance (Midline/Endline)
28	Documentation of Performance (Midline/Endline)
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100	Documentation of Performance (Midline/Endline)



Vermont Department of Education

Principal's Responsibilities Agreement

2008-2009 Vermont Alternate Assessment

The Vermont Alternate Assessment (VAA) represents a sample of the student's academic program.

As the Principal of a school with a student participating in the Alternate Assessment, I affirm to the best of my knowledge, that the portfolio being submitted meets the following criteria:

1. An application for Alternate Assessment was submitted by the student's educational team and was approved by the Vermont Department of Education.
2. The Alternate Assessment was prepared and rated by professional personnel who received DOE training.
3. The portfolio, and specifically the data evidence that is being submitted, is an accurate representation of the student's academic performance.
4. All necessary precautions have been taken to protect the confidentiality of the student record and test security of the assessment.
5. The completed VAA will be submitted to the VT DOE by June 1st unless an extension has been granted by Alternate Assessment personnel.

BY (print name) _____

BY (signature) _____

TITLE _____

DATE _____


SCHOOL NAME _____

Please return this completed form with the student's Alternate Assessment by June 1st of the current school year.

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Principal's Responsibilities Agreement

Midline Documentation



For each standard in reading and math


- 3 annotated data samples
- 1 written Documentation of Performance (DOP)

For each investigation in science

- None required

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Endline Documentation



For each standard in reading and math

- 2 annotated data samples (1 must reflect independent student performance)
- 1 online Documentation of Performance (DOP)

For each investigation in science

- 1 online Documentation of Performance (DOP)
- Endline Declaration as supporting evidence
- Student work samples (not required)

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Check for all necessary information...

- ✓ ■ An online Documentation of Performance (DOP) form is completed for each Assessment target
- ✓ ■ The data samples include information necessary to support the DOP ratings
- ✓ ■ The data samples are accurately and clearly annotated
- ✓ ■ When necessary, clarifications or brief explanations are written in the *supporting evidence* text boxes of the DOP



Questions???

Please try to make your questions generic in nature so all may benefit.



Contact Information

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- Nancy – 828-3124
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ELA/Math Rubric

2008-2009 Vermont Alternate Assessment

	A	B	C	D
Alignment	<i>The student's assessment goal and performance data represent minimal expectations that do not match the depth and breadth of the selected AAGCE.</i>	<i>The student's assessment goal and performance data represent moderate expectations that are related to the depth and breadth of the selected AAGCE.</i>	<i>The student's assessment goal and performance data represent high expectations that are generally matched to the depth and breadth of the selected AAGCE.</i>	<i>The student's assessment goal and performance data represent high expectations that are closely matched to the depth and breadth of the selected AAGCE.</i>
Application	<i>The student's performance does not reflect academic skills, is not reliable, and has no clear relationship to the grade-level general curriculum.</i>	<i>The student's performance reflects academic skill that is related to the grade-level curriculum and evident in different circumstances.</i>	<i>The student's performance reflects academic skill that is somewhat connected to the grade-level curriculum and reliably applied across diverse circumstances.</i>	<i>The student's performance reflects academic skill that is strongly connected to the grade-level curriculum and reliably applied across a wide range of circumstances.</i>
Achievement	<i>With assistance, the student performs the target skill with a low to moderate level of attainment.</i>	<i>With assistance, the student performs the target skill with a high degree of attainment.</i>	<i>The student independently performs the target skill with a low to moderate degree of attainment.</i>	<i>The student independently performs the target skill with a high degree of attainment.</i>

The rubric illustrates the three essential dimensions of the Alternate Assessment- Alignment, Application, and Achievement. Each is described along a continuum. Standard setters will convene after the Vermont Scoring Institute (VSI) to determine the ratings of the individual dimensions that will be combined to represent each of four achievement levels: Proficient with Distinction, Proficient, Partially Proficient, and Substantially below.

DOCUMENTATION OF PERFORMANCE (DOP)**ELA/Math****2008-2009 Vermont Alternate Assessment**

STUDENT: _____ GRADE: _____ PREPARER/RATER: _____

PART I:**Alternate Assessment Target:****Strand:****Core Standard:**

CONDITIONS	AAGCE	BEHAVIOR	CRITERIA
<i>Given</i>	<i>Student will</i>	<i>As demonstrated by</i>	<i>with _____% accuracy.</i>

PART II: Scoring Elements

	ALIGNMENT <i>The Assessment Goal and Performance Data match the complexity of the target Standard (AAGCE).</i>
Depth and Breadth <ul style="list-style-type: none"> <input type="radio"/> Assessment goal behavior clearly represents the depth (all actions, verbs) <u>and</u> breadth (all components, details) from the AAGCE. <input type="radio"/> Assessment goal behavior represents the action <u>and</u> at least one of the components from the AAGCE. <input type="radio"/> Assessment goal behavior represents at least one action <u>or</u> component from the AAGCE. <input type="radio"/> Assessment goal behavior does not represent the AAGCE in any way. 	
Student Data <ul style="list-style-type: none"> <input type="radio"/> Student data reflects the complexity (depth, breadth) of the AAGCE <u>and</u> the stated observable behavior(s). <input type="radio"/> Student data reflects some elements of the AAGCE <u>and</u> the stated observable behavior(s). <input type="radio"/> Student data reflects some of the elements of the AAGCE <u>or</u> the stated observable behavior(s). <input type="radio"/> Student data does not represent a clear relationship to the AAGCE or the stated observable behavior in any way. 	

APPLICATION	
<i>The quality of the student performance, as reflected in grade-level academic challenge, consistency of performance, and reliability across a range of circumstances.</i>	
<input type="radio"/> Professional Personnel <input type="radio"/> Content-area professionals (General educator or HQ special educator) are actively involved in two areas: planning, implementing or evaluating the target skill. <input type="radio"/> Content-area professionals are actively involved in one area: planning, implementing or evaluating the target skill. <input type="radio"/> Special education professional plans, implements and evaluates target skill. <input type="radio"/> No indication of qualified professionals involved in planning, implementing, and evaluating target skill.	
<i>Supporting evidence (cite data sample(s) and/or briefly describe):</i>	
<input type="radio"/> Grade-Level Curriculum <input type="radio"/> The content (subjects, themes, or topics), materials (books, manipulatives, products, tools), and activities (lessons, tasks) selected for instruction and evaluation are academically based and show a connection to grade-level curriculum. <input type="radio"/> 2 of 3 (content, materials, activities) show a connection to grade-level curriculum. <input type="radio"/> 1 of 3 (content, materials, activities) shows a connection to grade-level curriculum. <input type="radio"/> 0 of 3 (content, materials, activities) show a connection to grade-level curriculum.	
<i>Supporting evidence (cite data sample(s) and/or briefly describe):</i>	
<input type="radio"/> Learning Environment <input type="radio"/> The <i>primary</i> learning environment provides opportunities for shared academic learning with grade-level peers. <input type="radio"/> At least 1 learning environment provides opportunities for shared academic learning with grade-level peers. <input type="radio"/> At least 1 learning environment provides opportunities for shared academic learning with 1 grade-level peer. <input type="radio"/> Learning environments do not provide opportunities for shared academic learning with any grade-level peers.	
<i>Supporting evidence (cite data sample(s) and/or briefly describe):</i>	
<input type="radio"/> Generalization <input type="radio"/> Generalization is demonstrated in the reliable performance of the target skill for at least: 2 environments <u>and</u> 2 raters <u>and</u> 2 different applications (new activities, content, or materials). <input type="radio"/> Generalization is demonstrated in the performance of the target skill for at least: 2 different environments to 2 different raters, <u>or</u> 2 different applications to 2 different raters. <input type="radio"/> Generalization is demonstrated in the performance of the target skill for at least: 2 different environments <u>or</u> 2 different applications. <input type="radio"/> No generalization is demonstrated in the performance of the target skill: 1 environment <u>and</u> 1 rater <u>and</u> 1 application.	
<i>Supporting evidence (cite data sample(s) and/or briefly describe):</i>	

ACHIEVEMENT	
<i>The student's demonstration of the target skill under assessment conditions.</i>	
<input type="radio"/> Level of Support <input type="radio"/> The level of support required to demonstrate the skill was Independent (no prompts) at Baseline and Endline. <input type="radio"/> The level of support required to demonstrate the skill was reduced to Independent at Endline. <input type="radio"/> The level of support required to demonstrate the skill was reduced in intensity from Baseline to Endline. <input type="radio"/> The level of support required to demonstrate the skill was <i>not</i> reduced in intensity from Baseline to Endline.	
<input type="radio"/> Attainment <input type="radio"/> The student degree of attainment* is 80+ % of the assessment goal. <input type="radio"/> The student degree of attainment* is 40-79 % of the assessment goal. <input type="radio"/> The student degree of attainment* is 1-39 % of the assessment goal. <input type="radio"/> The student degree of attainment* is 0% of the assessment goal.	
*Accuracy of the Endline data sample ____% ÷ goal criteria ____% x 100 = ____% degree of attainment	
<i>Supporting evidence (cite data sample(s) and/or briefly describe):</i>	

Science Rubric

2008-2009 Vermont Alternate Assessment

		A	B	C	D
Alignment	Depth <i>The relationship of the documented questioning and planning stage to the targeted content domain target (AAGCE).</i>	Content not related to standard	Some content matches	Some content and verbs match	Content and all verbs match
	Breadth <i>The documented student performance addresses the inquiry standards in all 3 stages of the investigation.</i>	0 of 3 <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	1 of 3 <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	2 of 3 <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	3 of 3 <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results)
Application	Grade-Level Curriculum <i>The task activities & materials match the grade-level general curriculum.</i>	Unrelated idea, topic, theme, materials	Related idea, topic, theme and related grade-level materials	Same idea, topic, theme or same grade-level materials	Same idea, topic, theme and same grade-level materials
	Generalization <i>The extension of inquiry skills into rich and diverse learning contexts.</i>	0 of 4 <ul style="list-style-type: none"> • Content instructor/consult • Typical learning partners • Multiple raters • Multiple settings/applications 	1 of 4 <ul style="list-style-type: none"> • Content instructor/consult • Typical learning partners • Multiple raters • Multiple settings/applications 	2 of 4 <ul style="list-style-type: none"> • Content instructor/consult • Typical learning partners • Multiple raters • Multiple settings/applications 	3 of 4 <ul style="list-style-type: none"> • Content instructor/consult • Typical learning partners • Multiple raters • Multiple settings/applications
Achievement	Level of Support <i>The assistance required to perform the targeted inquiry skills.</i>	All inquiry skills require continuous prompting.	All inquiry skills require some prompting.	Single inquiry skill performed independently.	Multiple inquiry skills performed independently.
	Attainment <i>The student's performance of inquiry skills across the 3 stages of the investigation.</i>	None <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	Single skill in any stage <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	Single skill in more than 1 stage or Multiple skills in single stage <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results) 	Single skill in all stages or Multiple skills in 2 or more stages <ul style="list-style-type: none"> • Participation (Planning) • Conducting (Collecting Data) • Developing Explanations (Communicating Results)

Vermont Department of Education
DOCUMENTATION OF PERFORMANCE (DOP)
Science
2008-2009 Vermont Alternate Assessment

STUDENT: _____

GRADE: _____

PREPARER/RATER: _____

Investigation # 1
CONTENT KNOWLEDGE:
1. Content domain: (1ABC) Part A. Life Part B. Physical Part C. Earth/Space 1) What is the selected topic area/instructional focus for the related <i>Content Domain</i> ? 2) What is the code and <i>Content Domain</i> AAGCE target from Core Standard #1?
INQUIRY INVESTIGATION:
2A&B: Participation (Questioning and Planning Stage) 3) How did the student participate in the Questioning and Planning stage of the investigation as it relates to the selected Content Domain AAGCE target? Please discuss: <ul style="list-style-type: none">▪ any related grade-level activities and materials,▪ how the components of generalization were integrated for the student,▪ the student's level of independence in performing tasks. 4) What is the code and related AAGCE from Inquiry Core Standards 2A or 2B?
2C: Conducting (Collecting Data Stage) 1) How did the student participate in the Collecting Data Stage of the investigation? Please discuss: <ul style="list-style-type: none">▪ any related grade-level activities and materials,▪ how the components of generalization were integrated for the student,▪ the student's level of independence in performing tasks. 2) What is the code and related AAGCE from Inquiry Core Standards 2C?
2D: Developing Explanations (Communicating Results Stage) 1) How did the student participate in the Communicating Results Stage of the investigation? Please discuss: <ul style="list-style-type: none">▪ any related grade-level activities and materials,▪ how the components of generalization were integrated for the student,▪ the student's level of independence in performing tasks. 2) What is the code and related AAGCE from the Inquiry Core Standards 2D?

PART II: Scoring Elements

Rating	ALIGNMENT <i>The documented inquiry investigation matches the complexity of the targeted content knowledge and inquiry investigation standards.</i>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Depth The student performance in the Questioning/Planning stage matches the content and verbs (depth) of the targeted AAGCE. The student performance in the Questioning/Planning stage matches some of the content and verbs of the targeted AAGCE. The student performance in the Questioning/Planning stage matches some of the content of the targeted AAGCE. The student performance in the Questioning/Planning stage does not match any of the content and verbs of the targeted AAGCE.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Breadth The student performance demonstrates the targeted inquiry standards in all 3 stages (breadth) of the investigation. The student performance demonstrates the targeted inquiry standards in 2 of 3 stages of the investigation. The student performance demonstrates the targeted inquiry standards in 1 of 3 stages of the investigation. The student performance demonstrates the targeted inquiry standards in 0 of 3 stages of the investigation.
Rating	APPLICATION <i>The quality of the student performance, as reflected in grade-level academic challenge, consistency of performance, and reliability across a range of circumstances.</i>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Grade-level curriculum The ideas, topics, themes (activities) <u>and</u> instruments, tools, products, etc. (materials) documented are the same as those used in the grade-level curriculum. The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are the same as those used in the grade-level curriculum. The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are related to those used in the grade-level curriculum. The ideas, topics, themes <u>or</u> instruments, tools, products, etc. documented are unrelated to those used in the grade-level curriculum.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Generalization Generalization is demonstrated in the student performance in 3 of 4 areas (HQ teacher; typical learning partners; multiple raters; multiple settings/applications) Generalization is demonstrated in the student performance in 2 of 4 areas. Generalization is demonstrated in the student performance in 1 of 4 areas. Generalization is demonstrated in the student performance in 0 of 4 areas.
Rating	ACHIEVEMENT <i>The student's independent demonstration of the targeted inquiry skills.</i>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Level of support The student requires no assistance to perform multiple inquiry skills independently (level of support). The student requires no assistance to perform a single inquiry skill independently. The student requires some prompting to perform any inquiry skills. The student requires continuous prompting to perform any inquiry skills.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Attainment The student performs (degree of attainment) a single inquiry skill in all stages or multiple skills in 2 stages. The student performs a single inquiry skill in 2 stages or multiple skills in a single stage. The student performs a single inquiry skill in a single stage. The student is unable to perform any inquiry skills except with physical prompting.

ELA/Math Documentation of Performance (DOP)

Online Scoring Guide

2008-2009 Vermont Alternate Assessment

GENERAL SCORING INFORMATION

SCORING PROCESS

This document is intended to guide you through the process of completing the online scoring of the Vermont Alternate Assessment (VAA). Each portfolio must be scored locally by a trained scorer, prior to being submitted to the Department of Education (DOE) by June 1st. The portfolios will then be reviewed by a team of auditors to determine the accuracy of the local ratings for each assessment target. If the auditors agree with the ratings, the local score will be considered valid and complete. If the auditor does not agree with the local ratings, the portfolio will be forwarded to the Vermont Scoring Institute (VSI) where it will be scored to agreement by at least two independent scorers.

SCORING ACCURACY

When rating the student's performance, the auditors and VSI scorers have access only to the portfolio documents submitted. Therefore, it is important that these documents clearly support the ratings selected in the online scoring. Scorers are not permitted to presume information about a student's achievement. It must be clearly evident in the submitted materials. To ensure that all the necessary information is present, it is advisable to check that:

- An online Documentation of Performance (DOP) form is completed for each Assessment target.
- The data samples include information necessary to support the DOP ratings.
- The data samples are accurately and clearly annotated.
- When necessary, clarifications or brief explanations are written in the supporting evidence text boxes of the DOP.

ACHIEVEMENT LEVELS

One of four achievement levels: proficient with distinction, proficient, partially proficient, substantially below proficient, will be assigned to each portfolio content area assessed after all portfolios have been scored and standards have been set. The Scoring Rubric identifies a continuum of descriptive statements for each of the scoring dimensions.

ACCESSING ONLINE SCORING FORM

1. Log on to the internet using your normal web browser (e.g. Internet explorer, Firefox).
2. Enter website name: **www.vtalt.com**.
3. Enter user name: yourusername.
4. Enter password: yourpassword.
5. Select "login".
6. Locate Assessment Local Scoring and Audit Reviewing.
7. Select "Go".
8. Locate the student's name and select it.
9. Select the first AAGCE to be completed.

STUDENT INFORMATION

Each Assessment Target scoring form contains the student's name, date of birth, ID number, gender, grade, and grade-cluster. The name of the case manager is also indicated as the default entry for the "Preparer's Name". If the name of the preparer is not correct, delete the text in this box and enter the correct name. Remember that local ratings can only be considered valid if completed by a trained scorer.

ALTERNATE ASSESSMENT TARGET

The four fields related to the Assessment Target include: Conditions, AAGCE, Behavior and Criteria (represented vertically online, horizontally below). The ZPD worksheet can be used as a reference for the information required for this section.

Attention: Based on application feedback from the DOE or other new learning, it may have determined that the original goal statement was not measurable, was incomplete, or lacked clarity. In this section you have an opportunity to improve the wording of your assessment target, to clarify the connection between the AAGCE and Behavior, or to add information that more accurately describes the current assessment. These changes should be made only if needed for scoring accuracy, and must be substantiated by the student data and other documentation.

CONDITIONS	AAGCE	BEHAVIOR	CRITERIA
<i>Given</i>	<i>Student will</i>	<i>As demonstrated by</i>	
			<i>with _____% accuracy.</i>

Conditions are circumstances necessary for the student to perform the targeted skill. Assessment conditions *do* include descriptions of materials, location, or timing, but *do not* include teacher prompts or cues (see Supports During Testing document). This information may be found on line 5 of the ZPD. *Examples:* “Given a series of grade-level reading books...” “Given a set of 5 coins...”

The **AAGCE** (targeted grade cluster standard) approved in the student’s original assessment application will be pre-entered in this section (found on line 3 of the ZPD). You do not need to enter any additional information in this field: however, *if the entered information is incorrect, you will need to contact the alternate assessment coordinators.*

The **Behavior** is the specific observable, measurable action that describes what the student will do to perform the target skill. It should describe how the student will fully demonstrate the skills outlined in the AAGCE. This information can be found on line 5 of the ZPD.

The **Criteria** is the target level of accuracy for the performance of the skill. Every assessment must identify how well the student is expected to perform the skill in order to calculate the extent to which the student has attained the goal. Criteria must be convertible to a percentage. This information can be found on line 5 of the ZPD. *Examples:* 4/5 trials = 80%

SCORING DIMENSIONS

Each standard assessed in the Vermont Alternate Assessment (VAA) is evaluated across three dimensions: Alignment, Application, and Achievement. The dimensions are scored by rating specific elements, or subcategories of the dimensions, according to statements of four successive levels of implementation. Within each element, select the statement that best describes the current assessment target *and that can be confirmed by the documentation provided.*

ALIGNMENT

In a well-aligned assessment, the Assessment Goal and Performance Data will match the complexity and behavior of the target Standard (AAGCE).

Depth relates to the cognitive demands of the task (see Depth of Knowledge Levels document) and can be evaluated by comparing how well the action words or verbs (e.g. ‘identifies’, ‘compares’) in the goal match the action specified in the standard (AAGCE).

Breadth refers to the essential elements, or details of the goal and how many of those match the ones detailed in the standard.

Student Data shows that the data sample(s) actually measure the alternate assessment target (AAGCE), including all the observable behaviors in the assessment goal.

Note: This dimension does not have a supporting evidence box because all necessary information is expressed in the assessment goal (Alternate Assessment Target) and the 6 representative data samples required.

APPLICATION

Application is the quality and strength of the student's performance, which is reflected in the level of academic challenge and the consistency of the skill across applications. Since evaluation is a reflection of instruction, these indicators do not differentiate between instruction and assessment conditions.

Content-area professionals (e.g. highly qualified special educator, general education teacher) represent the highest level of program support for the assessment. Involvement of these **professional personnel** in the three program components of planning, implementing and evaluating, strengthens the connection to the general education content area standards.

The selection of assessment content, materials & activities, reflects the scope of the relationship of the assessment to the **grade-level curriculum** that peers experience. The specific topics, items and tasks, used for instruction and evaluation may not be evident on the data samples, and will probably require some explanation in the supporting evidence section.

The **learning environment** can significantly impact student performance. This element addresses student opportunities for participating in and benefiting from, shared academic learning with other grade-level peers. Indicate the student's opportunities to interact with others using the same general education curriculum.

Generalization indicates the strength of the skill and acknowledges the value of flexibility, consistency, and reliability. The expansion or extension of a skill may be demonstrated by documenting multiple raters (assessment data collectors), environments (settings, locations) or applications (activities, tasks, content, or materials).

ACHIEVEMENT

Achievement reflects the student's demonstration of the target skill under assessment conditions.

The rating for **Level of Support** is based on the degree of independence reflected in the baseline and endline data samples. *Of the two endline data samples required for the alternate assessment, you must include at least one that reflects independent student performance and includes no assistance from the teacher/evaluator.* Acceptable supports should enhance independent performance and reflect the student's abilities. These are often identified in the Conditions statement, and may include anything that the student uses regularly to access or complete the task or is intended to be used as a long term support. Verbally presented directions are acceptable if they assist the student in identifying or initiating the task but do not interfere with independent performance. Unacceptable support is assistance or any form of help that directs the student to the correct answer or changes the fundamental nature of the task.

Attainment is the student's endline performance compared to the targeted performance criteria. The % value here represents the *degree* to which the assessment goal has been achieved by the student. Use the formula below to calculate this level:

Accuracy of the endline data sample ____ % ÷ **goal criteria** ____ % x 100 = ____ % **degree of attainment**

Supporting Documents

Depth of Knowledge (DOK) Levels

Supports During Testing: What are Acceptable Supports?

Vermont Alternate Assessment Glossary of Terms